

# The Use of Anagram Technique to Improve Student's Vocabulary Mastery in SMPN 04 Dedai

Widya Wulandari

Universitas Tanjungpura, Pontianak, Indonesia

[f2201221031@student.untan.ac.id](mailto:f2201221031@student.untan.ac.id)

## Abstract

The objective of this research is to describe the students' improvement in vocabulary mastery and the students' participation in learning activities through the implementation of Anagram techniques. This research was carried out due to the students having low motivation in learning. Besides, they had trouble mastering and memorizing the vocabulary, so they had poor vocabulary. Therefore, the researcher decided to use the Anagram technique to overcome the problem in this class. In this research, classroom action research (CAR) was used as the research design; both qualitative and quantitative methods were used to analyze the data. The researcher used a vocabulary test and observation to collect the data. The tools of data collection techniques are observation checklists, grading papers, and field notes. The findings showed that there is an improvement in the students' vocabulary mastery and students' participation in learning activities through the implementation of the Anagram technique in the classroom. In cycle one, the mean score of students' vocabulary mastery was 72,3 and in cycle two it was 86,7. The student's participation in learning activities was also improved; in cycle one, it was 62.96%, while in cycle two, it was 92.85%. It could be concluded that the Anagram technique could improve the students' vocabulary mastery and the students' participation in learning activities, especially for seventh-grade students of SMPN 04 Dedai.

**Keywords:** Anagram technique, vocabulary, vocabulary mastery

Published by:



Copyright © 2024 The Author (s)

This article is licensed



## *The Use of Anagram Technique to Improve Student's Vocabulary Mastery in SMPN 04 Dedai*

### **1. Introduction**

The process of teaching and learning English is complicated, and issues of all types frequently arise for both students and teachers. Talking about issues with the teaching and learning of English, SMPN 04 Dedai also had some issues, particularly with regard to the seventh-grade students. The students' proficiency in all areas of English, including speaking, reading, writing, and listening, was extremely low. After the problems were examined, it was evident that the students' low vocabulary was the main cause of their poor English competence. The students' poor vocabulary mastery has a negative impact on their English language proficiency.

In this case, to improve their English skills, the students should first improve their vocabulary mastery. Regarding to vocabulary mastery, the class encountered numerous challenges in both teaching and learning vocabulary. The researcher discovered a number of issues with teaching learning vocabulary in this class. First, the students felt difficult in memorize the words. Second, the students were lazy to learn the vocabulary because they felt bored during the class. Third, the students did not interest in learning vocabulary and did not pay their full attention to the lesson, so the process of teaching vocabulary cannot run well. Last, the students also did not understand the material well and they did not actively participate in the class. After observe and discuss with the permanent English teacher of this class, all of the problems occurred because the technique or strategy used in the classroom did not support the students in learning. Therefore, the teacher need to use the appropriate technique or strategy in teaching learning vocabulary.

In accordance with (Renandya & Richards, 2002) as cited in (Suryani et al., 2023), Vocabulary is a fundamental component of language skills and forms a main part of the basis of students' speaking, listening, reading and writing skills. In line with that Nababan & Simanjuntak, (2023) stated that without grammar, very little would be able to be delivered and communicated; without vocabulary, nothing would be able to be delivered and communicated. Having a strong mastery of vocabulary is crucial in second language acquisition as it demonstrates the learner's comprehension of the language. Mastering vocabulary involves understanding the meaning of words and the ability to recognize and use them in expression (Lase et al., 2023). It can be argued that vocabulary is the basic element of language learning

and the essential component that should be mastered first.

Learning vocabulary means learning words, knowing a word includes knowing its form (how it sounds, how it is written), its meaning (its conceptual term or context) and its use (its patterns of occurrence with other words and especially ways of using it). It means that in learning vocabulary there are some indicators of vocabulary mastery. According to (Nation, 2001) cited in (Syamsidar et al., 2023), the indicators of vocabulary mastery consist of three indicators, namely 1) pronunciation, 2) spelling, and 3) meaning. In this research, the researcher used these indicators to assess the students' vocabulary mastery, but the researcher added another indicator which is the quantity indicator. It is because the researcher also would like to assess how many words that the students can memorize, so there were four indicators of vocabulary mastery used in this research.

Vocabulary is divided into several types (Azel, 2020), define two types of vocabulary, productive vocabulary and receptive or recognition vocabulary. Productive vocabulary consists of words that are familiar, commonly used, and frequently utilized, whereas receptive or recognition vocabulary includes words that are less common among students and not used as often. In this research, the researcher highlights the importance of concentrating on teaching productive vocabulary as it is suitable for the participants in the study.

Teaching vocabulary requires a good planning, it is a challenging task. A teacher must possess understanding of which words should be taught based on the goals of the lesson. When selecting words to teach, the teacher should consider different "levels" of vocabulary. Teaching vocabulary to students involves four levels: level I, level II, level III, and level IV. In this research, the focus is on teaching level I to seventh-grade students in Junior high school, specifically at SMPN 04 Dedai, as it is aligned with the students' abilities and curriculum.

Teaching vocabulary to young learners will be most successful when it is connected to their surroundings. It is evident that teachers or educators require preparation to teach young learners, specifically those aged between five and twelve years old. Children can enhance their language abilities by having a wide range of vocabularies. Young learners learn from everything around them. They can't understand things just from explanations, and they get bored easily. Teachers or educators of young learners can facilitate this process by incorporating enjoyable activities and innovative techniques or strategies into their teaching methods.

One of the intriguing techniques or strategies that a teacher can employ when teaching vocabulary is the anagram technique. An anagram is a word or phrase created by rearranging the letters of another word or phrase (The World Book Dictionary, 2006) cited in (Kartikasari et al., 2021). The research conducted by (Bilaleya et al., 2023) showed that the anagram

technique can assist students in enhancing their vocabulary mastery. An anagram is a form of word game where the letters of the original word are shuffled, the player need to rearrange the letter by letter to get the words (Kartikasari et al., 2021). Word games using Anagram make students more interested in learning vocabulary. Anagram can make students feel challenged in solving words that have been scrambled letter by letter. Additionally, (Nasution et al., 2020) stated that an anagram is a type of wordplay or word game that involves rearranging the letters. This anagram is one of the techniques that can be employed to motivate students and to enhance their vocabulary mastery.

Anagram technique is one of the interesting game that very appropriate to use in the process of teaching vocabulary. There are some benefits of Anagram technique proposed by several researchers. First, the anagram technique has the potential benefit to enhance students' vocabulary acquisition and motivation to learn, while also reducing boredom during the teaching and learning process (Wahidin et al., 2023). Second, (Prawiyata, 2020) stated that by using Anagrams, students can also learn new words. They can discover new words by themselves and enjoy Anagrams as a fun game in the classroom. Third, (Susanti & Argawati, 2022) said that the students showed enthusiasm and enjoyment in learning vocabulary, leading to enhanced participation in the teaching and learning process. Additionally, (Yuliyani & Nurjanah, 2020) added that the students become brave to spelling the word and they could be understand the meaning of the word easily by using Anagram. However, there is one thing that needs to be prepared when using Anagrams in the process of teaching and learning, which is a dictionary. According to (Vitara et al., 2023), this technique requires the use of a dictionary for beginners, as it is not possible to find the word form without dictionary.

The previous studies above consistently supports the integration of Anagram technique in the classroom as a valuable pedagogical strategy. The Anagram is seen as a useful, enjoyable, and fun technique or strategy of teaching learning vocabulary. Anagram can facilitate students to enjoy learning the vocabulary of languages, encourage them and motivate them to think conscientiously about the words that students can doing exercise in rearrange the words, starting with the indicated words to form related words definitions, practice spelling, show students how to manipulate the word by word of the others words to form another words and also underline the importance of the position of letters in relation to the meaning of words. By using Anagram the students not only learn the new vocabulary, but also they can increase their vocabulary mastery in some aspect, such as: quantity, meaning, spelling and also pronunciation.

Given the background problem, the researcher decided to conduct a study aimed at assisting students in resolving their challenges during the English teaching process, specifically

in the area of vocabulary learning. The researcher selected anagrams as an engaging technique to address the challenge of teaching and learning vocabulary in this class. Anagram technique is effective to facilitate the students in remembering the word because the students can learn new vocabulary and make them remember the vocabulary because there is a process of rearrange the words and it make them will remember the vocabulary that they have found. They can happy and enthusiast during the class because by using Anagram they can learn while playing the game. The students can enhance their vocabulary mastery using fun method and they will not feel bored anymore in the class. This technique can make students enthusiastic and be active to participate during the class. This technique can facilitate the teacher in teaching vocabulary and also facilitate the students in learning vocabulary.

## **2. Research Methodology**

Classroom Action Research (CAR) was the research design used in this research. The researcher chose this design because it was in line with the teaching and learning process that takes place in the classroom to confirm how or to see an improvement and to describe the respond of the students to the use of Anagram in the classroom. According to (Mertler, 2019), the main principle of classroom action research is to help the teachers in designing classrooms that appropriate to the needs of their students from different backgrounds, while also developing their skills in research and leadership.

This Classroom Action Research (CAR) is carried out in a participatory and collaborative way and is explored through collaboration and discussion between teacher and researcher. Therefore, in this research, the researcher collaborated with the English teacher, the researcher as a collaborator who conducted the research and collected the data while the English teacher acted as the practitioner who implemented the method that will be used in the teaching-learning process.

The procedure of this Classroom Action Research was taken from the design proposed by Kurt Lewin. According to Kurt Lewin cited in (Sudrajat et al., 2022), the fundamental component to design Action Research in the Classroom consists of four stages, that are; plan, act, observe and reflect. There were two cycles to teach vocabulary to students in this research. The first cycle was conducted in three meeting and the second cycle was conducted in two meeting and each cycle involved four steps: (1) planning, (2) acting, (3) observation, (4) reflection.

In this research, the researcher used the sample of seventh grade students from SMPN 04 Dedai in the 2021/2022 academic year. The subject of this research is the students of the

seventh grade that consist of 25 students, 12 males and 13 females. The sample was taken based on the researchers' interest in the problem in learning English in the school that students of class VII SMPN 04 Dedai still need handling English subjects especially for the ability to master vocabulary.

In collected the data the researcher used Observation and Vocabulary Test as a data collection technique. Based on Kumar (2022), the observation method involves closely watching and describing the behavior of a subject with the goal of gaining insight or data about the phenomena being observed. In addition Ekka (2021), said that observation is the most common method used to gathering data especially in qualitative research by watching behavior, situation, or physical characteristic in their natural environment. It is in line with Ha (2022), he said that observation is the most effective technique for evaluating teaching methods in the classroom. Meanwhile, the vocabulary test is very powerful instruments for the measurement of learners' vocabulary mastery (Ha, 2022).

The tools of data collection technique are observation checklist, grading paper and field notes. According to (Hong et al., 2020), creating a checklist for observation involves finding a theoretical or conceptual foundation that can be used to comprehend, outline, and assess the results of teachers' practices. Meanwhile, based on (Cao et al., 2019), one benefit with grading paper is that allows for grading immediately after the test (no need to wait for scanning). And then, according to (Espedal et al., 2022), the observation form was completed with field notes that consist of detailed descriptions of the activities, as well as reflections and impressions. This Classroom Action Research (CAR) used both of qualitative and quantitative dataT.

### **3. Finding and Discussion**

The data collected from the teaching and learning process was presented by the researcher through the result of vocabulary test, observations, and field notes in Cycle 1 and Cycle 2. There were two cycles of teaching vocabulary to students using the Anagram technique, the first cycle was conducted in three meeting and the second cycle was conducted in two meeting.

#### **Cycle I**

The researcher presented the data of the improvement of the students' participation in learning activities below, based on the results of observation and field notes. The researcher also presented the result of test to the students in the third meeting in the form of students' score in four aspects of vocabulary mastery.

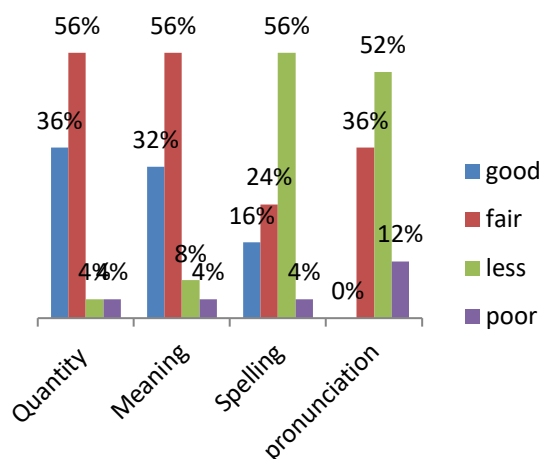
*The improvement of students' participation in cycle I*

In the first meeting the teacher start to teach the students and observe their behaviour during the teaching learning process. Through the observation checklist in first meeting the students' participation in learning activities in the first meeting it was only 44,11%. While the data gotten from the observation checklist and field notes in the second meeting showed that the students' participation in learning activities was improved through the implementation of Anagram technique.

There a significant improvement of the students' participation in learning activities though Anagram technique, the students' participation in learning activities in this second meeting is 81,82%. Based on the observation in this second meeting, the students responded well to the researcher from the beginning until the end of the meeting it slightly different from the first meeting. The students were active, responsive and enthusiast in playing the Anagram. The students also fun and enjoy during the learning activity.

#### *The improvement of students' score in cycle I*

The result of test in the third meeting showed that the student's score was improve, more than 80% of the student's score improved, the students vocabulary mastery improved in four aspects. The researcher presented the data of students' vocabulary mastery in four aspects in chart below.



**Chart 1.** Data of students' vocabulary mastery in four aspects in (cycle I)

In aspect quantity and meaning, the students' ability is considered in fair category. Most the students (14 students) or 56% of the students got score in fair category. The students were able to mention Animals' names with the meaning more than 20 vocabularies. The students vocabulary mastery in aspect spelling consider in less category. There were 56% of the students or 14 students got score in less category. It could be said that the students got trouble in spelling the word. The main problem of the students' vocabulary mastery is in aspect pronunciation. The data showed that the student ability in aspect pronunciation were still very low. Most of the

students got trouble in pronoun the word correctly; they did not know how to pronoun the words because they did not familiar speak English.

**Cycle II**

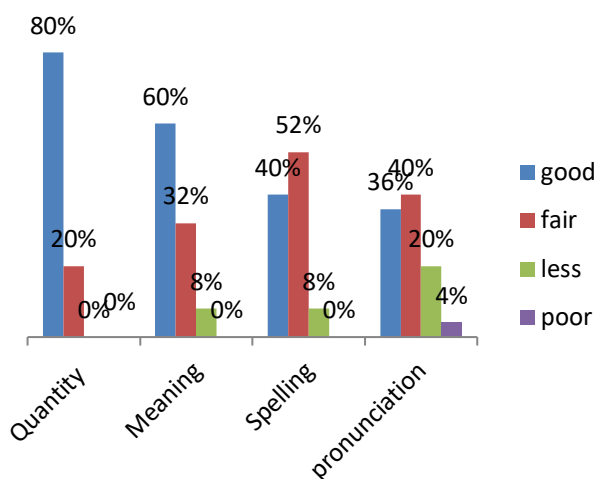
The researcher decided to continue the research in the second cycle because the researcher was not satisfied with the result of students test in four aspects of students vocabulary mastery especially in aspect pronunciation and spelling and also to make sure that the Anagram technique was or was not effective in improving students' vocabulary mastery and students' participation in learning activities.

*The improvement of students' participation in cycle II*

Based on the data gotten from the observation checklist in first meeting of cycle two it could be concluded that the students' participation in learning activities was improve significantly. The students participation in learning activities at this meeting was 92,85% and it is considered in good criteria, almost of the students participate actively in learning activities. Based on the observation and field notes in this second cycle, in the preliminary, main and closing activities the students were active, enthusiastic, enjoyed and fun during the teaching and learning process through Anagram. Although there were some students who sometimes talk to their friends, but at the same time they still followed the learning process well. Based on the observation checklist in this meeting, it could be concluded that most of the students were participate actively in the teaching and learning process through Anagram.

*The improvement of students' score in cycle II*

The result of test in cycle two showed that the students' vocabulary mastery in four aspects were increase significantly. The chart below showed the students' score in four aspect based on the result of test in cycle two.

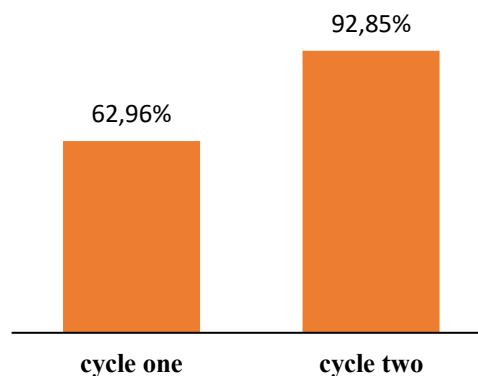


**Chart 2.** Data of students' vocabulary mastery in four aspects (cycle II)



Based on the data in chart 2 the students vocabulary mastery in cycle two was improve significantly, it could be seen in four aspects. In aspect quantity and meaning, the students' vocabulary mastery improved to good category, more than half of the students got score 4 in aspect quantity and meaning, its mean that the students could memorize the vocabulary given and also the meaning of the vocabulary. In cycle one the students' vocabulary mastery was very low in aspect spelling and pronunciation, it could be seen in chart 1, but in cycle two the students vocabulary mastery in aspect spelling and pronunciation improved and considered in fair category. More than half of the students got score 3 in aspect spelling and pronunciation, it can be said that Anagram technique could help the students in aspect spelling and pronunciation.

Based on the results of cycle one and cycle two, it can be seen that the implementation of Anagram techniques to improve students' vocabulary mastery and students' participation in learning activities is effective for seventh grade students of SMPN 04 Dedai. This can be seen from the data obtained from vocabulary test, observations and field notes, the student in cycles one and two. All data from vocabulary test, observations and field notes showed that there was an improvement in students' vocabulary mastery and students' participation in learning activities. The chart below showed the improvement in student participation in learning activities in cycles I and cycle II.

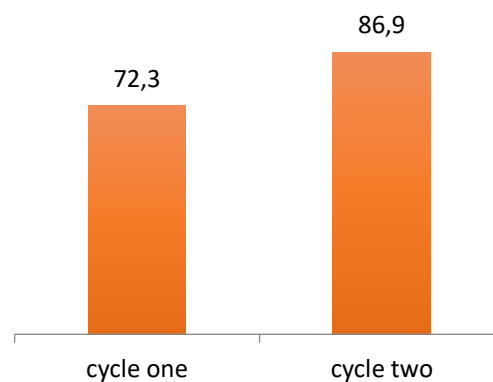


**Chart 3.** The improvement of students' participation through cycles

The data in chart 3 showed that the students' participation in learning activities was improved. In the first meeting before the implementation of Anagram technique the students' participation was 44,11%, there were only 10-11 students participate in learning process. Because the students' participation in learning activities was very low, the researcher decide to implement the Anagram technique in the second meeting, the researcher also rearrange the lesson plan used in the second meeting. In the second meeting of cycle one, the students' participation in learning activities was improve to 62,69%. There were 20-21 students

participate in learning activities through Anagram technique. More than half of the students were active participate in learning activities. In cycle two the students participation in learning activities was improve significantly to 92,85%. There were almost all of the students or 23-24 students participate actively to the learning activities. The students were enthusiastic and active to participate in learning activities, there was no more passive students in this meeting. Based on the result of the observation in each meeting, it could be seen that the Anagram technique was effective to improve the students' participation in learning activities.

The students' vocabulary mastery in four aspects was also improved in cycle two, it could be seen from the students' score in the test. Before the implementation of Anagram technique the students were only able to mention 4-5 the Animals' names while after the implementation of Anagram technique in cycle one and cycle two the students were able to mention more than 30 vocabularies. The chart below showed the improvement of the students' score in cycle one and cycle two.



**Chart 4.** Students' score improvement through cycles

Based on the chart above it could be seen the improvement of the students score in cycle one and cycle two, in cycle one the average score is 72,3 and in cycle two the average score is 86,9. The student's score that improve significantly in the second cycle could also be influenced by the treatment that gave to the students in cycle two, the researcher give more treatment to students in learning activities where researcher will repeat continuously in drill the students in spelling and pronunciation so that students can understand and master spelling and pronunciation well. It proved based on the result of the test in the cycle two, it could be seen that most of the students were able to get score between the range of 81-100, even though the students learn the material only in one time meeting but the students were active and enthusiastic in learning activities through Anagram technique. It could be proved that the Anagram technique can help students more easily memorize the vocabulary.

#### 4. Conclusion and Suggestion

The result of the data gotten from cycle one and cycle two showed that there was an improvement of the students' vocabulary mastery and the students' participation in learning activities. The students' vocabulary mastery was improved in four aspects, those are: quantity, meaning, spelling and also pronunciation but in aspect pronunciation most of the students still get trouble in pronouns the word correctly. The students' participation in learning activities were also improved through the implementation of Anagram technique, the students were active, responsive and enthusiastic to participate in the learning activities through Anagram technique, the students also happy and enjoy during the class. In conclusion, the Anagram technique significantly improved the students' vocabulary mastery and the students' participation in learning activities at seventh grade students in SMPN 04 Dedai.

Based on the result of this research, the following suggestions are offered to be considered: the first is for English teachers, teachers are advised to use this Anagram technique and do it maximally to improve students' vocabulary mastery and student participation in learning activities. The second is for schools, the principals can suggest their English teachers to use Anagram technique in teaching vocabulary because the results of this research showed that students' vocabulary mastery and students' participation in learning activities could be improve by using the Anagram technique. Lastly, for researchers and other readers, in this research, there were some activities in teaching and learning vocabulary by using Anagram technique that could be as a reference for other researchers and readers in teaching vocabulary to the students.

#### REFERENCES

- Azel, S. E. (2020). *The Correlation Between Learning Motivation And Vocabulary Size of Students of English Study Program of Universitas Riau Batch 2020 Studi Pendidikan Bahasa Inggris Universitas Riau*. 9(2009), 1–13.
- Bilaleya, H., Miolo, S. T., & Luwiti, S. R. (2023). The Using Of Anagram Technique To Improve Students' Vocabulary Mastery ( A Research Conducted At Eleventh Grade Students Of Science Class A In Sma Negeri 1 Paguyaman ). *JURNAL BAHASA, SASTRA, DAN BUDAYA*, 13(2), 55–63.
- Cao, Y., Porter, L., Liao, S. N., & Ord, R. (2019). Paper or Online? A Comparison of Exam Grading Techniques. *ITiCSE: Innovation and Technology in Computer Science Education*, 99–104. <https://doi.org/10.1145/3304221.3319739>
- Espedal, G., Løvaas, B. J., Sirris, S., & Wæraas, A. (2022). Researching Values: Methodological Approaches for Understanding Values Work in Organisations and Leadership. In *Researching Values*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-90769-3>
- Ha, H. T. (2022). Issues in matching learners to their reading levels using receptive vocabulary knowledge – A closer look at the vocabulary levels tests and scoring methods. *Heliyon*,

- 8(8), 2405–8440. <https://doi.org/10.1016/j.heliyon.2022.e10244>
- Hong, J.-C., Ye, J.-H., Chen, P.-H., & Yu, Y.-Y. (2020). A checklist development for meaningful learning in classroom observation. *International Journal of Information and Education Technology*, 10(10), 728–735. <https://doi.org/10.18178/ijiet.2020.10.10.1450>
- Kartikasari, D., Arjulayana, & Putra, A. S. (2021). The Effect Of Anagram Game On The Eighth Grade Students ' Vocabulary Mastery at Smpn 3 Balaraja. *Globish (An English-Indonesian Journal for English, Education and Culture)*, 10(1), 1–7.
- Lase, I. A. T., Waruwu, Y., Zebua, E. P., & Harefa, A. T. (2023). The Students ' Vocabulary Mastery Through Anagram Game At The Tenth Grade Of. *Jurnal Review Pendidikan Dan Pengajaran*, 6(2), 621–628.
- Mertler, C. A. (2019). The Wiley Handbook of Action Research in Education. In *The Wiley Handbook of Action Research in Education*. John Wiley & Sons, Inc. <https://doi.org/10.1002/9781119399490.ch13>
- Nababan, D. L., & Simanjuntak, Y. L. (2023). The Effect of Using Youtube in Teaching Vocabulary for First Year Students at SMA Negeri 1 Tanah Jawa. *Indonesian Journal of Educational Science and Technology (Nurture)*, 2(1), 163–174.
- Nasution, W. M., Harida, E. S., & Oktapian, A. (2020). Anagram Game to Teach Vocabulary Mastery for Islamic Junior High School Students Game is useful in teaching vocabulary . It is known from Hasibuan ( 2018 ) that puzzle has effective in improving students ' vocabulary mastery . It is a set of exciting game. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 06(2), 225–236.
- Prawiyata, Y. D. (2020). The use of anagrams to increase students' english vocabulary mastery. *Jurnal Penelitian Pendidikan Bahasa Dan Sastra*, 5(1), 1–3. <https://doi.org/https://doi.org/10.32696/ojs.v5i1.397>
- Sudrajat, J., Permana, I. A., & Azizah, N. (2022). The Effectiveness of Online Learning Using Google Workspace and WhatsApp Applications. *Society*, 10(2), 571–578. <https://doi.org/10.33019/society.v10i2.449>
- Suryani, L., Nur, S., & Tahir, M. (2023). Students Vocabulary Mastery Based on Their Learning Style : Visual , Auditory and Kinesthetic. *Journal of Excellence in English Language Education (JoEELE)*, 2(1), 15–19.
- Susanti, E. E., & Argawati, N. O. (2022). The Use of Anagram Technique In Teaching. *PROJECT (Professional Journal of English Education)*, 5(1), 71–74. <https://doi.org/https://doi.org/10.22460/project.v5i1.p71-74>
- Syamsidar, S., Silalahi, R. M. P., Rusmardiana, A., Febriningsih, F., Taha, M., & Erniwati, E. (2023). Wordwall on Mastery of Vocabulary in English Learning. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1801–1806. <https://doi.org/10.35445/alishlah.v15i2.3466>
- Vitara, N., Hartati, H., & Kurniawan Sy, A. E. (2023). Improving Students' Vocabulary Mastery Using Anagram Technique At Ninth Grade Of Smp N 1 Merangin Academic YEAR 2022/2023. *Selecting: English Education Program Journal*, 7(April), 43–50.
- Wahidin, Santaria, R., & Jufriadi. (2023). The Effect of Anagram Game on Students ' Vocabulary at the Tenth Grade of Senior High School 4 Palopo. *Jurnal Sinestesia*, 13(2), 1420–1433.
- Yuliyani, A., & Nurjanah, S. (2020). Investigating the Effectiveness of Anagram Technique on Students Vocabulary Mastery Definition of Vocabulary. *ICRI 2018 - International Conference Recent Innovation, Icri 2018*, 1325–1330. <https://doi.org/10.5220/0009927213251330>